



TENNESSEE
DEPARTMENT
OF EDUCATION

ESEA Waiver Application

Overview and Approach

November 9, 2011

Background

- In July 2011, TDOE submitted a letter to USED requesting a waiver on provisions of ESEA, particularly unrealistic AYP goals
- On September 23rd, Secretary Arne Duncan offered each SEA the opportunity to request a waiver on specific requirements under NCLB
- There is significant overlap in our waiver letter and the principles of the new waiver application
- However, the waiver application requires more specificity and some new requirements

Principles of the Waiver Application

An SEA must submit a request that addresses each of the following:

✓ Principle 1:
College- and Career-
Ready Expectations

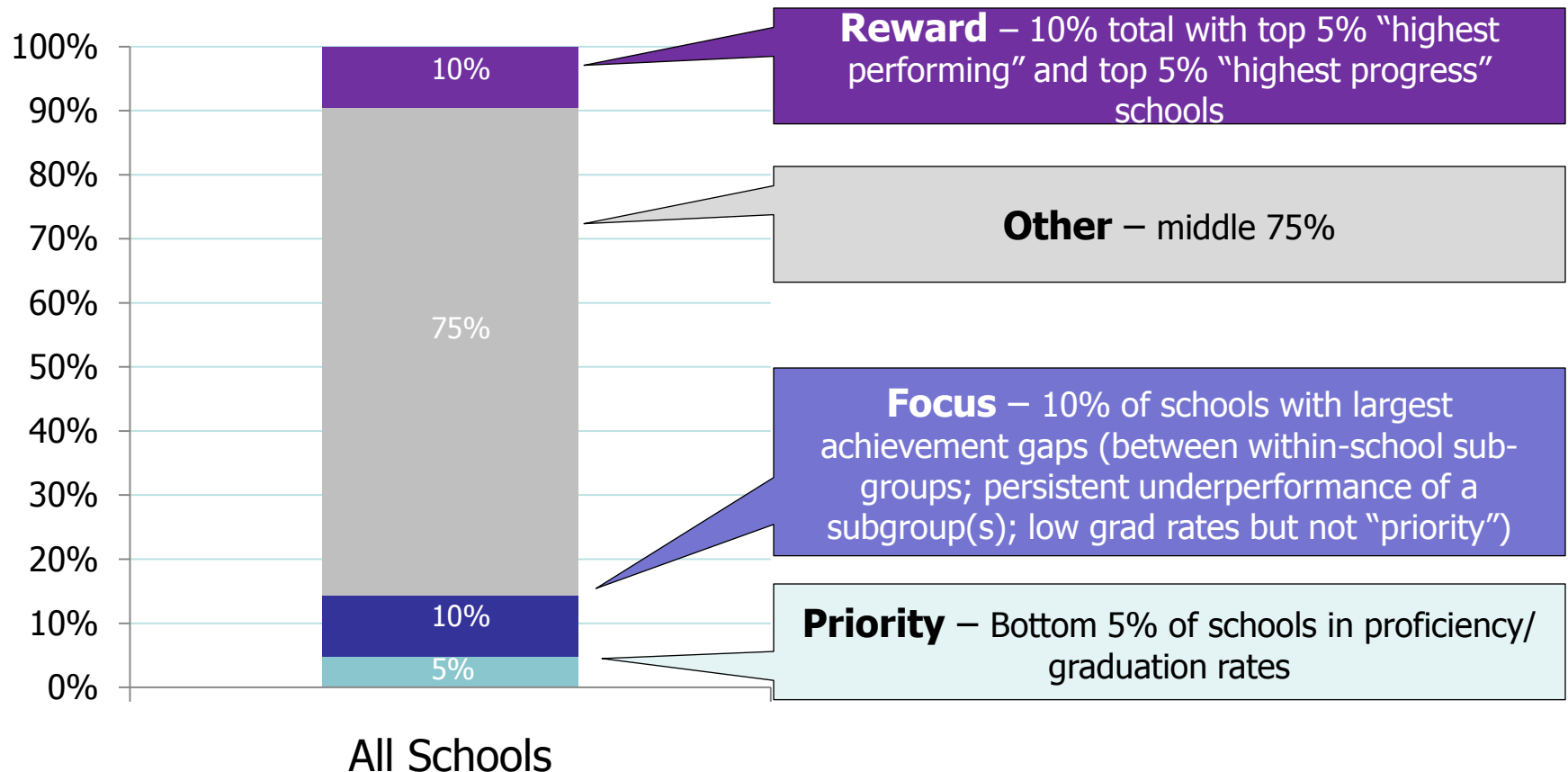
Principle 2:
Differentiated
Recognition,
Accountability, And
Support

✓ Principle 3:
Supporting Effective
Instruction and
Leadership

✓ Principle 4:
Reducing Duplication
and Unnecessary
Burden

Principle 2: Differentiated Recognition, Accountability, and Support

An SEA must develop and implement a system that differentiates schools into the following 4 categories, with targeted interventions/rewards for each group:



Principle 2:

Setting New Ambitious but Achievable AMOs

We are proposing new AMOs based on categories of Achievement and Gap Closure:

Achievement Measures

- 3rd grade Math
- 3rd grade RLA
- 7th grade Math
- 7th grade RLA
- 3-8 aggregate Math
- 3-8 aggregate RLA
- EOC: Algebra I
- EOC: English II
- Graduation rates

Gap Closure Measures -

Reduce achievement gaps by 6% annually in:

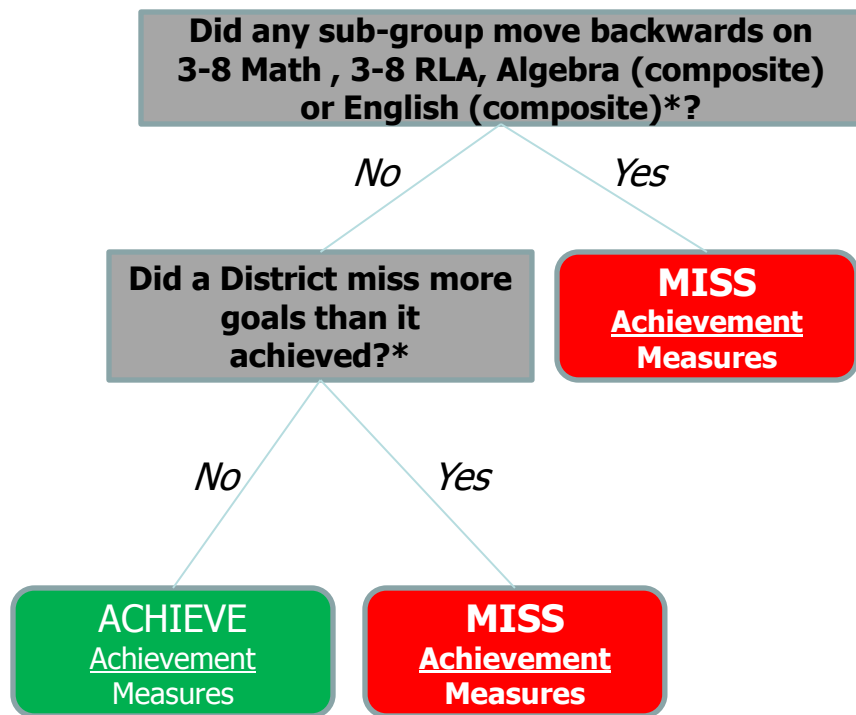
- 3-8 aggregate Math
- 3-8 aggregate RLA
- EOC: Algebra I
- EOC: English II

Once State AMOs have been decided and approved, we will work with Districts to determine District level and School level AMOs that will roll-up to State AMOs.

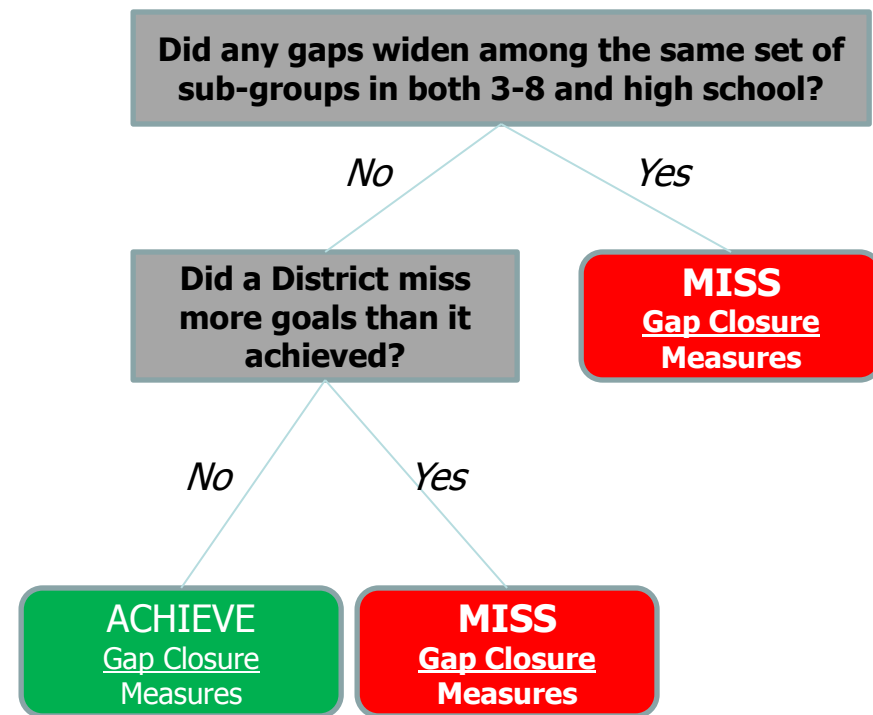
Principle 2:

Criteria for “Achieving”/“Missing” AMO Categories

Achievement Measures



Gap Closure Measures



* SAFE HARBOR: TVAAS in “green” (i.e. demonstrating a positive threshold of growth as currently defined in TDOE’s accountability workbook) will count as goal achievement

Principle 2:

AMO Interventions

ACHIEVE Achievement Measures

ACHIEVE Gap Closure Measures

- LEA commended to an exemplary LEA list
- LEA allowed to maintain plans at the district level without approval from the state
- LEA granted increased latitude in funding flexibility (where possible)

MISS Achievement Measures

ACHIEVE Gap Closure Measures

If achievement improved but did not achieve target:

- LEA must submit a detailed analysis of the results along with plans for the coming year to achieve goals, subject to TDOE approval

If achievement declined:

- LEA will be placed on public list of LEAs in need of improvement (for all student achievement failure)
- LEA must meet with TDOE to support the creation of an aggressive plan for corrective action

ACHIEVE Achievement Measures

MISS Gap Closure Measures

If gaps narrowed, but did not achieve targets:

- LEA must revisit plans to ensure that gap closure interventions are still appropriate

If gaps widened but all sub-groups achieved achievement growth:

- LEA must submit a detailed analysis of the results along with plans for the coming year to achieve goals, subject to TDOE approval

If gaps widened because of a drop in any sub-group performance:

- LEA placed on public list of LEAs in need of improvement (for sub-group achievement failure)
- LEA must meet with TDOE to support the creation of an aggressive plan for corrective action

MISS Achievement Measures

MISS Gap Closure Measures

- LEA placed on public list of LEAs in need of improvement (for sub-group and all student achievement failure)
- LEA must meet with TDOE officials in-person to support the creation of an aggressive plan for corrective action

Principle 2: New Accountability System Overall

Public Accountability

REPORT CARDS

- **School, LEA, and TDOE levels**
- **Full transparency of:**
 - Progress against AMOs
 - Status as Reward, Priority, or Focus
 - Achievement data by assessment, by sub-group performance
 - Growth data by sub-group performance
 - Attendance and Graduation rates
 - School environment
 - School profile

⇒ **Reported annually**

State Accountability: 2 Systems

① Absolute Accountability: AMOs

(1) Achievement :

% Proficient/Advanced targets in:

- 3rd grade Math
- 3rd grade RLA
- 7th grade Math
- 7th grade RLA
- 3-8 grades Math
- 3-8 grades RLA
- HS: Algebra I
- HS: English II
- HS: Graduation rate

⇒ **"Achieve" / "Miss"**
assessed annually

(2) Gap Closure:

6% annual reduction in gaps for:

- 3-8 grades Math
- 3-8 grades RLA
- HS: Algebra I
- HS: English II

⇒ **"Achieve" / "Miss"**
assessed annually

② Relative Accountability: Priority, Focus, Reward

- (1) **Priority :** Bottom 5% of all schools in proficiency

⇒ **Identified every 3-years**

- (2) **Focus:** 10% of Schools with largest achievement gaps; graduation rates <60%; sub-group performance below threshold

⇒ **Identified every 3-years**

- (3) **Reward:** Top 5% of all schools in proficiency and top 5% of all schools in progress

⇒ **Identified Annually**

Timeline of Waiver Principles

Principles	Fall 2011	Spring/ Summer 2012	2012-13	2013-14	2014-15
I. College- and Career- Ready Expectations	<ul style="list-style-type: none"> • TDOE plans for transitioning and implementing standards (Common Core, including ELP) 	<ul style="list-style-type: none"> • TDOE and LEAs prepare and begin implementing standards (including Teacher and School Leader prep) 		<ul style="list-style-type: none"> • LEAs fully implement standards • TDOE pilots assessments 	<ul style="list-style-type: none"> • TDOE administers assessments
IIa. AMO-based Accountability	<ul style="list-style-type: none"> • LEA and School AMOs to be determined, after State AMOs are submitted in waiver 	<ul style="list-style-type: none"> • SEA, LEA, and Schools assessed annually against (1) Achievement and (2) Gap Closure AMOs 			
IIb. Differentiated Accountability	<ul style="list-style-type: none"> • Draft lists of "Priority", "Focus", and "Reward" schools submitted 	<ul style="list-style-type: none"> • Final lists determined, including 2011-12 data 	<ul style="list-style-type: none"> • Multi-year interventions for "Priority" and "Focus" schools • Priority and Focus school lists identified again in Fall 2014 for interventions beginning in 2014-15 SY • Reward schools identified annually 		
III. Effective Instruction and Leadership	<ul style="list-style-type: none"> • Full implementation of TEAM model 	<ul style="list-style-type: none"> • Continuous review and improvement of TEAM model, based on educator feedback, student achievement data, etc 			
IV. Reducing Duplication and Unnecessary burden	<ul style="list-style-type: none"> • Plan to review and evaluate State-level administrative requirements 	<ul style="list-style-type: none"> • Continuous review, evaluation, and adjustment of State-level administrative and reporting requirements 			

Questions & Comments

Please send questions and comments to:

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